

Utilization of Guidance and Counseling in Handling Maladaptive Behaviors of Secondary School Students in Aba Education zone of Abia State Nigeria

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Abstract: This study ‘utilization of Guidance and Counseling in handling maladaptive behaviours of students in Aba Education Zone of Abia State, investigated the extent Guidance and Counselling services are used in handling various cases of maladaptive behaviours of students in Aba Education Zone of Abia State. The researcher posited five research questions and formulated four hypotheses to guide the study. Survey design was adopted for the study using questionnaire. All the 1,857 teachers in Aba Education Zone public secondary schools constituted the population of the study. Proportionate random sampling technique was used to select 400 teachers as the sample. A researcher made Guidance and Counseling Utilization and Maladaptive Behaviour Assessment Questionnaire (GACUMBAQ) with coefficient of reliability 0.87 using cronbach alpha technique was used to collect data. The instrument was validated by 3 experts, two in Educational Guidance and Counseling and one in Measurement and Evaluation departments at ESUT. Mean and standard deviation were used to answer the research questions while z-test statistics was used to test the null hypotheses at 0.05 level of significance. Findings among others revealed that Guidance and Counselling services are utilized in handling maladaptive behaviours of students in Aba Education Zone, but the extent of utilization is not significantly adequate to impact on the expected change in behaviour. Again Guidance and Counselling facilities are grossly inadequate in Aba Education Zone. Result also shows that male students do not differ significantly from their female counterparts in their involvement in maladaptive behaviours in Aba Education Zone. Findings showed a lot of implications to the parents, guidance counselors and government. Ensuring adequate provision of facilities and other Guidance and Counselling resources for effective implementation of Guidance and Counselling programmes, enforcing gender equality principles in handling cases of maladaptive behaviours are some of the recommendations made based on the findings of the study.

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I. INTRODUCTION

The prevalence of various obnoxious behaviours among students of secondary schools and need to find lasting solutions is one of the major reasons for the advocacy of a functional guidance and counseling units in secondary schools. Opara (2004) noted that the concern for problem behaviours among secondary school adolescents with the attendant increase in teenage pregnancies, violent acts and vandalism was one of the major reasons why government decided to introduce guidance and counseling services in the schools.

In addition, Ubom (2004) observed that problem behaviours otherwise known as maladaptive behaviours in our present day secondary school have become an important subject of discourse as parents; teachers and school community find it so difficult controlling and shaping such behaviors. Ubom went ahead to inform that most parents experience stress, anxiety, tension, emotional and psychological imbalance due to these maladaptive behaviors of the children. These problem behaviors at times cause rift, misunderstanding or fight between neighbours in their compounds. Also, students of secondary schools pose problems to their fellow students and teachers as they destroy their peers’ property, steal in the school, bully their junior ones, pose threats to their colleagues and teachers and often cause injuries to fellow students. With the increase in enrollment of students in schools due to the introduction of Universal Basic Education (UBE) in 2000, maladaptive behaviours also increased thereby resulting to increased burden of anxiety, tension, confusion, over emotional distress, psychological imbalance on the teacher and school administration.

Ebule and Abosi (2004) describes maladaptive behaviour as behavior problems which constitute terrible ailments that can affect students' life or destroy creativity, academic career or interpersonal relationships. They observed that maladaptive behaviors are the greatest hindrance or obstacle to creativity and achievement. Aluta (2007) sees it as school offences that run contrary to its rules and regulations and results to indiscipline and general disorder. The researcher is of the opinion that maladaptive behaviors of students are behaviours which interfere with classroom procedures and disruptors of teaching and learning processes. In the context of education, Farlex (2013) explains that, maladaptive behaviors are behaviors that are undesirable or inappropriate given the norms of the context of behavioral exposure. Maladaptive behaviours are serious issues of concern which if not handled well can lead to increase in school drop-outs, poor academic performance, obstruction of student future aspirations and other serious and devilish maladaptive behaviors. These maladaptive behavioural situations of student in our society, call for intervention which guidance and counseling provides. This implies that in order to contend with the hydra-headed problem of maladaptive behaviour a functional guidance and counseling unit services are highly required in our secondary schools. No wonder the government insists that guidance and counseling unit must be established in secondary schools as contained in the National Policy on Education (NPE).

Guidance and counselling is viewed operationally as a way of providing the most useful educational services to help meet the needs, aspirations, goals and objectives of the students, the parents and the society. Other important facilities needed for effective and efficient guidance programme in schools are psychological test which helps students to understand their strengths and weaknesses; career library for the storage of books, journals, magazines, university brochures, college prospectuses, job advertisements, controls and cut-outs. These according to Ukozor & Onwugbufo (2016) are grossly lacking. To crown it all, Eluajo as cited in Onwugbufo (2016), noted that teachers are not motivated to discharge their professional duties.

Based on this, the researcher investigated the availability and utilization of guidance and counseling in handling maladaptive behaviours of students as well as the extent of involvement of male and female students in maladaptive behaviours in Aba Education Zone secondary schools.

Statement of the Problem; Ideally, with the establishment of functional Guidance and Counselling units and provision of laid down services in our schools, schools and the surrounding communities would be experiencing relative calmness, positive and friendly environmental climate that is devoid of rancor, rifts, stress, anxieties, emotional and psychological imbalance. This being, the current societal problems evident in series of inappropriate, nefarious, and obnoxious behaviours such as vandalism, insurgence, aggressiveness, bullying, truancy, loitering, examination mal practice etc. would have been swept behind the carpet through effective service delivery.. Hence, it is expected that Guidance and Counselling should facilitate normal development and prevent great frustrations, anxieties, and stresses that may result from the exhibition of nefarious and obnoxious behaviours which are major concern in our secondary schools. Rather than experiencing positive outcomes, students have continued to show incessant maladaptive behaviours leading to serious societal problems such as: insurgencies and economic vandalism as eminent today. To this end, the researcher expresses doubts over the availability of guidance and counseling in our secondary schools as well as in its effective utilization in handling the maladaptive behaviours of students, the present study.

Purpose of the Study; Specifically, the study intends to;

1. investigate the extent to which guidance and counselling services are available or provided in secondary schools of Aba Education Zone.
2. identify the maladaptive behaviors that are prominent among secondary school students of Aba Education Zone.
3. ascertain the extent to which guidance and counseling facilities are adequate for effective task delivery.

Research Questions;The following research questions guided the study.

- 1.To What extent are guidance counselling services available in secondary schools of Aba Education Zone?
2. What maladaptive behaviours of students are prominent among students of secondary schools in Aba Education Zone?
3. To What extent are guidance and Counseling services used in handling maladaptive behaviours of Students in Aba Education Zone.

Hypotheses; The following hypotheses which guided the study were formulated and tested at 0.05 level of significance.

- HO₁.** There is no significant difference between the mean response of male and female teachers on the extent to Which guidance and counseling services are provided in Secondary Schools in Aba Education Zone.
- HO₂.** There is no significant difference between the mean response of male and female teachers on the extent of the adequacy of guidance and counseling facilities in Secondary Schools in Aba Education Zone. .
- HO₃.** There is no significant difference between the mean response of male and female teachers on the extent of Utilizing of guidance and Counseling in handling maladaptive behaviours of secondary school students in Aba Education Zone .

Research Design: Survey design was adopted for the study. Onwugbufor (2012) noted that a study can be survey if it involves the collection, analysis and interpretation of data without manipulation of any variable.

Area of the Study; The study was conducted in all public secondary schools under the Secondary Education Management Board (SEMB) Aba Education Zone of Abia State. Aba Education Zone is one of the three education zones of Abia state which is in the South-East geo-political zone of the country.

Population for the Study; The population for the study comprised of all the teachers in all public secondary schools in Aba education zone of Abia State.

Sample and Sampling Technique; Four hundred (400) teachers constituted the sample size of the study. The sample size was drawn using Yaro Yamen formula for the determination of minimum sample size when random sampling is used. Out of 95 secondary schools, 20 schools were randomly selected and from the schools the corresponding number of teachers was also drawn.

Instrument for Data Collection;The instrument for data collection is a 60-item questionnaire constructed by the researcher and known as Guidance and Counseling Utilization and Maladaptive Behaviour Assessment questionnaire (UGCHMBSAEZAS)

Validation of the Instrument ;The instrument was face validated by three experts in the faculty of Education, one in the department of Science education and two in the department of Guidance and Counselling.

Reliability of the Instrument ; On a trial test, the instrument was administered on twenty (20) respondents (20 teachers) selected from two Local Government Education sub-zones of Aba Education Zone and two schools each. Respondents used for the trial testing of the instrument did not constitute the respondents to the main study as well as the schools selected. Data collected was analyzed using Cronbach alpha reliability coefficient to ensure the internal consistency of the instrument and this yielded a reliability coefficient (r) of 0.87.

of Data Collection; The instrument was administered directly to the respondents by the researcher with four trained research assistants. In all 400 copies of the instrument was administered to all the respondents as sampled and in all sampled schools.

Method of Data Analysis; Mean and standard deviation were used to answer the research questions while z-test was used to test the null hypotheses at 0.05 probability level. The decision rule was that any item of each cluster that had mean 2.5 and above was accepted while those below were rejected as being predominant, available and used respectively.

II. DISCUSSION OF FINDINGS

Research Question One: Which guidance and counselling services are available in secondary schools of Aba Education Zone?

Table 1: Mean Response Scores of Teachers on the Guidance and Counseling Services that are Available in Secondary Schools of Aba Education Zone.

S/N	Items	4	3	2	1	Σ	\bar{X}	S	A/R
1	Orientation for newly admitted students	105	123	96	76	1057	2.64	1.07	A
2	Orientation for career choice	150	98	69	83	1115	2.79	1.16	A
3	Orientation for subject selection	193	66	84	57	1195	2.99	1.12	A

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4	Organizing orientation for students on good character development and behaviour modification	116	81	75	128	985	2.46	1.21	R
5	Orientation on sexuality education	97	106	100	97	1003	2.51	1.11	A
6	Routine seminar for students on HIV/AIDS prevention and total health maintenance strategies	102	110	78	110	1004	2.51	1.15	A
7	Advisory programme for students on conduct of examinations and dangers of examination malpractice	160	90	101	49	1161	2.90	1.07	A
8	Routine orientation for standards on continuous assessment	140	108	72	80	1108	2,77	1.13	A
9	Referral services	50	93	150	107	886	2.22	0.98	R
10	Monitoring of students to obtain regular progress report of their performances	60	90	130	120	890	2.23	1.04	R
11	Moral instruction programmes	140	130	88	42	1168	2.92	0.99	A
							28.94	12.03	
							2,63	1.09	A

Table 1 above shows that high mean responses (above the criterion of 2.5) were obtained for the guidance and counseling services listed in items 1, 2, 3, 5, 6, 7, 8 and 11 showing item means 2.64, 2.79, 2.99, 2.51, 2.90, 2.77 and 2.92 respectively. A cluster mean of 2.63 with cluster standard deviation of 1.09 was obtained for all the eleven Guidance and Counselling services. This indicated that teachers in Aba Education Zone Secondary Schools accepted that Guidance and Counselling services are available in the secondary schools of Aba Education Zone.

Research Question Two: What maladaptive behaviours of students are prominent among students of secondary schools in Aba Education Zone?

Table 2: Mean Responses Score of Teachers on the Maladaptive Behaviours that are Prominent among Students in Aba Education Zone.

S/N	Maladaptive Behaviours	4	3	2	1		\bar{X}	A/R
12	Disrespect to teachers	60	90	103	147	863	2.16	R
13	Bullying	126	94	120	60	1086	2.72	A
14	Aggressiveness	130	96	100	74	1082	2.71	A
15	Destruction of properties (vandalism)	110	103	86	101	1022	2.56	A
16	Fighting	76	160	108	56	1056	2.64	A
17	Truancy	142	106	89	63	1127	2.82	A
18	Pilfering/sterling	44	91	168	97	882	2.21	R
19	Quarrelling and nagging	66	110	120	104	938	2.35	R
20	Extortion of money from fellow students	90	100	110	100	980	2.45	R
21	Inordinate refusal to do class assignments	57	87	130	126	875	2.19	A
22	Smoking and alcoholism	39	71	126	164	785	1.96	R
23	Gambling	55	83	141	121	872	2.18	R
24	Examination malpractice	154	98	103	45	1161	2.90	A
25	Lying	143	101	94	62	1125	2.81	A
26	Cultism	57	68	125	150	832	2.08	R
27	Restlessness and inattentiveness	120	102	98	80	1062	2.66	A

(hyperactivity)									
									2.46

Table 2 shows that maladaptive behaviours such as listed in items 13, 14, 15, 16, 17, 24, 25, and 27 with respective means of 2.72, 2.71, 2.56, 2.64, 2.82, 2.90, 2.81 and 2.66 are prominent among secondary school students in Aba Education Zone. This is because their respective means are above the criterion mean of 2.50.

Research Question Three: How adequate are Guidance and Counselling facilities for effective task delivery in Aba Education Zone.

Table 3: Mean Response Scores of Teachers on the Adequacy of Guidance and Counselling Facilities in Secondary Schools of Aba Education Zone.

S/N	Facilities	4	3	2	1	Σ	\bar{X}	S	A/R
28	Counseling personnel	53	91	136	120	877	2.19	1.01	R
29	Office space	60	100	110	130	890	2.23	1.06	R
30	Basic office facilities (filing cabinets, bookshelves)	40	86	126	148	818	2.05	099	R
31	Allocation of funds	60	80	130	130	870	2.18	1.05	R
32	Career library (Reference materials)	40	69	128	163	786	1.97	0.99	R
33	Psychological test	70	90	156	84	946	2.37	1.00	R
34	Time Facility	110	106	120	64	1062	2.66	1.05	A
35	Furniture for G&C	96	117	98	89	1020	2.55	1.08	A
36	Audio-visual Equip. (Tape recorders TV set, cassette etc.	50	68	154	128	840	2.10	0.99	R
37	Computer assisted materials (Projectors)	83	102	120	95	973	2.43	1.07	R
							2.27	1.03	R
							22.73	10.29	

Table 3 shows very low cluster mean of 2.27 with a standard deviation of 1.03. The obtained or observed mean (2.27) is below the criterion mean of 2.50. This indicated that teachers in Aba Education Zone secondary schools are of the opinion that Guidance and Counselling facilities are inadequate for effective task delivery in Aba Education Zone. The standard deviation of 1.03 is fairly large, indicating divergent views of the teachers on some of the facility item's adequacy in the zone under study.

the cluster level, the table reveals that the cluster mean is 2.64 with standard deviation of 1.08. Result so obtained indicates that teachers agree to the fact that Guidance and Counselling services are utilized

Testing of Hypotheses; HO₁: Teachers do not differ significantly on their mean response scores on the availability of Guidance and Counselling services in Aba Education Zone.

Table 4: Summary of z test for HO₁

Respondents	N	\bar{X}	μ	SD	SL	z-cal	z-tab	Decision
Teachers	400	2.63	27.5	1.09	0.05	-1.14 (1.14)	1.96	Not significant

(see appendix 6 A for detailed computation)

Table 6 shows the absolute value of z-calculated at 0.05 level of significance and degree of freedom 399 as 1.14 and as against the critical value of 1.96. Since the calculated z-value is less than the table value, the null hypotheses is therefore not accepted.

HO₂: The mean response scores of teachers on the adequacy of Guidance and Counselling facilities are not significantly greater than the expected mean (25.00)

Table 5: Summary of z- test for HO₂

Respondents	N	\bar{X}	μ	SD	SL	z-cal	z-tab	Decision
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Teachers	400	2.27	25.00	1.03	0.05	1.10	1.645	Not significant
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(See appendix 6 B for detailed computation)

Table 5 shows that the calculated value of z at 0.05 level of significance and 399 degree of freedom is - 1.10 (using absolute value of 1.10) while the critical z-value under the same condition is 1.645. Since the calculated absolute valued of z is less than the critical value, the null hypothesis is accepted.

HO₃: The mean response scores of teachers on the extent of utilization of Guidance and Counselling services in handling various maladaptive behaviours of students in Aba Education Zone is not significantly greater than the average (20.00)

Table 6: Summary of z-test of HO₃

Respondents	N	\bar{X}	μ	SD	SL	DF	z-cal	z-tab	Decision
Teachers	400	2.64	20.00	1.08	0.05	399	0.80	1.645	Not significant

(See appendix 6 C for detailed computation)

Table 6 shows z-calculated value of 0.80 as against the table value of 1.645, at 0.05 level of significance and 399 degree of freedom. Since the z-calculated value (0.80) is less than the table value (1.645), null hypothesis is accepted.

III. CONCLUSION

From the discussion of the findings, it was concluded that Guidance and Counselling services are evident in secondary schools of Aba Education Zone. More so, such maladaptive behaviours as bullying, aggressiveness, vandalism, fighting, truancy, examination malpractice, lying and hyperactivity are very prominent. Guidance and Counselling facilities are grossly inadequate for achieving best results. Though Guidance and Counselling services are utilized in handling maladaptive behaviours, the utilization is not significantly adequate for achieving positive results..

Recommendations; The following recommendations were made.

1. Government should make adequate plans to ensure that facilities and other resources are adequately provided for .
2. School administrations and the guidance counsellors should collaborate to ensure constant orientation of students on the dangers of maladaptive behaviours as identified as well as to project the benefits of indulging in good character both in school and outside the school.
3. Guidance counsellors on their part should ensure that specific rules guiding the use of Guidance and Counselling services are strictly adhered to.
4. Male and female students should be treated or handled equally in terms of exhibition of maladaptive behaviours among students.

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